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ABSTRACT

An analysis of a student attitude questionnaire administered in the spring of 1970 to students in 39 secondary schools in the state of Utah reflects attitudes which students bring to foreign language classrooms. Results of the survey indicate that students share positive attitudes toward language study both before and after enrollment in a language program. Loss of interest in the subject is noted to be the primary cause of student dropouts. The contents of the paper include: (1) nature of the survey, (2) review of the literature, (3) the student foreign language attitude questionnaire, (4) results of the study, and (5) conclusions and recommendations. Appendixes contain the foreign language attitude questionnaires and other pertinent data. A selected bibliography is included. (RL)

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A STUDY OF STUDENT ATTITUDES TOWARDS FOREIGN LANGUAGES IN PUBLIC SECONDARY SCHOOLS OF UTAH

A Thesis

Presented to the

Department of Germanic and Slavic Languages

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In Partial Fulfillment

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A STUDY OF STUDENT ATTITUDES TOWARDS FOREIGN LANGUAGES

IN PUBLIC SECONDARY SCHOOLS OF UTAH

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Department of Germanic and Slavic Languages

M.A. Degree, May 1972

ABSTRACT

The following conclusions were reached from an analysis of the student attitude questionnaires administered in the spring of 1970 to students in thirty-nine secondary schools in the state of Utah. The attitudes of students are important and give an indication as to why they do not take foreign languages or if they begin foreign language study, why they discontinue. Students who have never taken a foreign language indicated a positive attitude toward foreign languages, but the attitudes of students who had been enrolled in foreign languages were even more positive. Students enroll in foreign language classes in order to learn to speak the language. They are after practical uses for the new language. The primary reason for dropping out of the foreign language classes is a loss of interest. There was no difference in attitudes shown according to sex. Students living in urban, rural, and isolated rural areas of the state indicated no difference in attitude toward foreign languages.

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This thesis, by Lynn T. Wood, is accepted in its present form by the Department of Germanic and Slavic Languages of Brigham Young University as satisfying the thesis requirement for the degree of Master of Arts.

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CHAPTER I

INTRODUCTION

The Problem

Following World War II, there was a widespread feeling in America that the United States led the world. People of other countries could speak English if they wanted to do business with the United States. Foreign language study was not important or necessary. The launching of the Russian Sputnik brought us back to the realization that Americans do need to learn and use foreign languages. The United States government funded programs in foreign language education and the study of languages blossomed.

As America's own space program surged ahead and won the race to the moon, foreign languages once again lost priority in government spending. For the last few years, enrollments in foreign languages in the state of Utah and in the nation have declined. Many junior high schools and some senior high schools have dropped foreign language programs from their curriculum. Some schools offer only one foreign language, others offer none. Students who begin foreign language study discontinue that study after one or more years, usually in accord with existing entrance requirements of the various universities.[1] This raises several questions.

1. Why do students study foreign languages?

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[1]Frank M. Grittner, "Maintaining Foreign Language Skills for the Advanced-Course Dropout," Foreign Language Annals, II (December 1968), 205.

A. What are their expectations?

B. What are their motives?

2. What are the students' attitudes toward the foreign language teacher in such things as:

A. The kinds of class activities used by the teacher.

B. The teaching methods employed by the teacher.

C. The extracurricular activities engaged in by the teacher.

3. What are the reasons for discontinuing foreign language study?

4. What are the reasons for never studying a foreign language?

5. What are the students' attitudes toward foreign languages in relation to other subjects in the school curriculum?

6. What do students like and dislike about foreign language study?

7. What attitudinal differences are there among junior and senior high school students on the above subjects?

8. What attitudinal differences are there between males and females on the above subjects?

Statement of Purpose

The purpose of this study was: (1) to determine by questionnaire the attitude of junior and senior high school students in Utah toward foreign language study; (2) to seek answers to the above questions; and (3) to make recommendations for the building of foreign language programs in the state.

Delimitations of the Study

This study was limited to junior and senior high school students in the state of Utah for the school year 1970-71 who answered the attitude questionnaire used for this study. The study included only those school districts in Utah where at least one foreign language was taught and where the school district allowed the study to be conducted.[2]

Definition of Terms Used

The following terms which were used in this study are defined below:

Attitude. The student's disposition toward foreign languages as either favorable or unfavorable.

Attrition. The decline in enrollment from one level of foreign language instruction to the next.

Dropout. A student who for any reason discontinued foreign language study once he had begun that study.

Junior High School. Junior high school was comprised of grades seven and eight. It consisted of grade nine also if this grade was included within the same building.

Level of Instruction. Level of instruction was the progression made in foreign language study during one year of high school

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[2]A list of the school districts in Utah that participated in the study and those not participating may be found in Appendix G.

instruction, e.g., first year German or third year French.

Senior High School. Senior high school was comprised of grades ten, eleven and twelve. It consisted of grade nine also if this grade was included within the same building.

Source of Data

A questionnaire was designed by the writer with supervisory held from the language departments at the Brigham Young University and from the specialist in foreign language instruction, Utah State Board of Education. The questionnaire was administered to twenty senior high schools and nineteen junior high schools in the state of Utah. This was one-third of all secondary schools that qualified for the study. A ten percent sample of each school population was given the questionnaire. The overall sample consisted of students from economic and ethnic backgrounds of all types. It included all geographical sections of the state of Utah including urban, rural and isolated rural areas.

Type of Questionnaire

The questionnaire was designed to elicit attitudes of students toward foreign languages. The questionnaire contained two sections. The first, Form I, was intended for those who have never had a foreign language course. The second, Form II, was intended for students who were currently enrolled in a foreign language course, or had been enrolled at one time. Each questionnaire had a code number

for the school district, the school, the sex of the individual, the year in school and the number of years of foreign language study. A copy of the questionnaire is included in the appendix.

Schedule of Collection

The questionnaires were delivered, along with a cover letter from the Utah State Board of Education between March 15, 1971, and May 28, 1971. Each school had no longer than two weeks to complete the questionnaires. All questionnaires were returned.

Evaluation of the Study

The study was evaluated in terms of statements on (a) the need and value of the study, and (b) the objectives of the investigation.

The need and value of the study. The decline in enrollment of foreign language students in Utah has been viewed from many angles, but never from the standpoint of the student. No attempt has been made to find out how students feel about various aspects of the foreign language curriculum. This type of information is necessary in order to realistically find ways of stimulating interest in foreign language study and to maintain that interest during a long sequence of language study. A study of this type would also help to identify and to correct erroneous ideas, unrealistic expectations, or negative attitudes that the students may hold. In these terms the study would make a contribution toward meeting a basic need of the students as well as the teachers.

The objectives of the study. It was an objective of this investigation (a) to determine the attitude of secondary students in Utah toward foreign language study and various aspects of the foreign language curriculum and (b) to make recommendations for the building and maintaining of foreign language programs in that state that would be pedagogically feasible and desirable.

CHAPTER II

REVIEW OF LITERATURE

Foreign language educators have been concerned about the high attrition in advanced foreign language classes. Educators have given flowery speeches and indulged in much speculation seeking reasons for this attrition. Few studies have dealt directly with the foreign language student. Whether his opinions are valid has been a question in the minds of many educators. Many teachers, supervisors, and administrators are fearful of the outcome of a student opinion questionnaire. They feel that their abilities, dignity and even their jobs would be placed in jeopardy if students were allowed to speak freely about their foreign language experience. Bamberger summed up the problem very well. Student opinions are important. "Even the obviously most erroneous conceptions of a student cannot be disregarded inasmuch as they help to determine his attitude toward the subject."[3]

The following is an analysis of research related to student attitudes and foreign language study.

Papalia[4] in a survey of four suburban public schools, attempted to discover the answer to four basic questions: (1) Why high school

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[3]Fred H. Bamberger, "What About the Student's Point of View," Modern Language Journal, XXXIX (1955), 240-42.

[4]Anthony Papalia, "A Study of Attrition in Foreign Language Enrollments in Four Suburban Public Schools," Foreign Language Annals, IV (1970), 62-7.

students drop a foreign language; (2) What are the predictable points at which they tend to drop their foreign language study; (3) To what extent do students' opinions coincide with other evidence; and (4) To what extent do teacher opinions coincide with other evidence? He concluded that students drop the foreign language because they feel it is too hard, they preferred another subject, they were not interested in foreign languages, the counselor advised them to drop or they didn't like the teacher. He discovered that most dropouts occur following the second level of study.

Bartley's[5] study was designed to identify differences in attitude between continuing and discontinuing foreign language students, the possible change of attitude within each of the groups, the probability which students have for continuing or dropping the foreign language, and to identify the above according to sex. All eighth grade students from two junior highs in Palo Alto Unified School District were used for the study. These were divided into continuing and discontinuing foreign language groups. These two groups were then divided into groups according to sex. Bartley found that significant differences in attitude occurred between boys and girls and a significant negative change does exist between September and March for both sexes in the discontinuing group. She concluded that the findings of this study clearly point to the important role

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[5]Diana E. Bartley, "The Importance of the Attitude Factor in Language Dropout: A Preliminary Investigation of Group and Sex Differences," Foreign Language Annals, III (1970), 383-93.

which attitude plays in foreign language dropout.

Reinert's[6] study began with the assumption that "secondary students enroll in foreign languages because of a desire to learn the foreign language and culture." A district wide survey was conducted in Edmonds, Washington concerning the attitudes of foreign language students. A nineteen-item questionnaire was distributed to each foreign language student in the district. The results of the questionnaire indicated that students originally enrolled in foreign language classes because of a language requirement and thus only studied the foreign language for two years. The study concluded that foreign language teachers should be more perceptive to the attitudes of their students. They should gain community support and emphasize the nature of language itself.

Committee I, of the Northeast Conference on the Teaching of Foreign Languages, was assigned the task of gaining information and opinions directly from the students. They developed a polling instrument that foreign language teachers could use in their own classroom. Its purpose was (1) to find out now students really felt about the foreign language curriculum, (2) to change aspects of the instructional process, and (3) to help correct erroneous ideas, expectations or negative attitudes that students may hold. The questionnaire contained two sections. The first was intended for students who were currently enrolled in a foreign language

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[6]Harry Reinert, "Student Attitudes Toward Foreign Language--No Sale," Modern Language Journal, LIV (1970), 107-12.

course, or had been at one time. The second was intended for those who had never had a foreign language course. Parts of each section were parallel so that comparisons between groups could be made. This report concluded that "the foreign language teaching profession is moving into a new era..." and student attitudes are important in order to meet the challenges of this new era.[7]

Fulton administered an opinionnaire to students, counselors, and teachers in sixteen of the Boston Public High Schools. The purpose of this study was to discover why boys and girls drop foreign languages at the end of their second year of high school. This study revealed little new or unknown causes for dropout. It did indicate that the fault did not belong to the teachers or to the way they teach. Outside influences and pressures seemed to exert a great deal of influence. Teachers and counselors did not blame each other for the dropouts, but agreed on reasons for the dropouts as follows.

1. preferred another elective
2. thought it would be too hard to continue
3. completed the language requirement
4. preferred a vocational subject
5. wanted to start another language
6. lack of encouragement from administrative or guidance personnel
7. present level was uninteresting

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[7]Leon A. Jakobovits, "A Relevant Curriculum: An Instrument for Polling Student Opinion," Northeast Conference Report, (1970), 8-30.

8. no encouragement from language teacher

9. failed the current foreign language course

Students' reasons for discontinuing foreign language study were very close to those listed above. The study noted that two of the favored ways to overcome the dropout problem were publicity and prognostic testing.[8]

Mehling's study was conducted to receive public opinion on the teaching and learning of foreign languages. Two hundred households were chosen at random in Bloomington, Indiana. Ninety-one percent of those interviewed were in favor of teaching foreign languages in the public schools. Those who had studied or spoken a foreign language were more in favor of foreign languages than those who had not. In response to which languages should be taught, their choices were French, Spanish, German, Russian and Latin in that order. When asked at what level languages should be started, forty-nine percent said elementary school, twenty-seven percent said in junior high, twenty-one percent said in high school and only three percent said to begin in college. This study concluded that the public in Bloomington places the teaching of foreign languages high on the priority in the school curriculum.[9]

From the above studies it can be concluded that student attitudes are an important consideration when assessing the dropout

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[8]Renee J. Fulton, "The Problem of the Drop-out in High School Language Classes," Modern Language Journal, XLII (1958), 115-19.

[9]Ruben Mehling, "Public Opinion and Teaching of Foreign Languages," Modern Language Journal, XLIII (1959), 328-31.

problem. It is necessary to know how the student reacts to the foreign language before help can be given. The studies cited give evidence that through careful polling, not only reasons for students dropping out of foreign languages can be spotted, but also the point in their study that is the most critical in terms of attrition.

Student attitudes should also be scrutinized when beginning a new program. If, for example, a group of students wants to learn to speak the language as their primary goal and the teacher emphasizes grammar or reading, the students will soon drop out because their own expectations have not bee met. The same is true for existing foreign language programs that need to be built up and revised.

A study of student attitudes has never been conducted in the state of Utah and yet many programs throughout the state are suffering from students dropping out of or never dropping into foreign language classes. The above mentioned studies give an indication that such information is desirable, but they cannot be directly applied to the problems of attrition in Utah because of differing circumstances. Therefore, a study of student attitudes would be helpful in analyzing the decline in foreign language enrollments and in building new programs or improving existing ones. This study was designed to fill these needs.

CHAPTER III

THE STUDENT FOREIGN LANGUAGE ATTITUDE QUESTIONNAIRE

The use of attitude or opinion surveys is not a new concept. Public opinion polls on a variety of subjects have been used for many years. In spite of this, very little has been done to find out how students feel about foreign language study.

Student opinion is becoming more and more important in the classroom. Today's student is no longer content to come to school and passively accept what educators have to give. He wants to be more involved. The modern student has a greater sophistication than ever before and he wants a voice in the kinds of courses to be taught, the content of these courses, and in some cases, in the method of instruction to be used by the teacher. Because of his independence, it is all the more important to be aware of the student's desires and prejudices in relation to foreign languages. In order to facilitate this, the Student Foreign Language Attitude Questionnaire was developed.

Development

The Student Foreign Language Attitude Questionnaire, which was given in the spring of 1971, was developed by the author with supervisory help from the Department of Germanic and Slavic Languages and the Department of Spanish and Portuguese Languages at Brigham Young University, and the foreign language specialist of the Utah State Board of Education. The questionnaire is comprised of two forms. Form I was designed to be administered to students with no previous foreign

language study. Form II was designed for students who had previously taken a foreign language or who were presently enrolled in a foreign language class. Items on Form I are for the most part parallel to the items in the first half of Form II. This allows for comparison of the two groups. The last part of Form II was designed only for those who had already discontinued their foreign language study or who were planning to do so at the end of the current school year.

Both forms of the questionnaire have questions dealing with the acquisitions of skills (speaking, listening, reading, writing), ideas on cultural comparisons, importance of foreign language study, teacher rapport, extracurricular activities, travel, and personal influences regarding foreign language study. The students recorded their answers on IBM answer sheets in order to allow for computer assistance in tabulating the results.

Accuracy of the Instrument

The Student Foreign Language Attitude Questionnaire was administered to two hundred students at South High School, Salt Lake City School District on a trial basis. Time was allowed after completion of the questionnaire for the students to comment about the instrument. Hard-to-understand questions were then revised and errors were corrected. Following the pilot administration and revision, the instrument was submitted to the Brigham Young University Testing Center to be checked for computer compatability. A second revision was completed before the questionnaires were administered to the students. The pilot group of questionnaires was not included in this

study.

Distribution and Administration

A letter[10] was sent to all district superintendents of schools in Utah from the State Foreign Language Specialist describing the project and requesting permission to conduct the study in their school districts. The final selection of schools to participate in the study was made from those districts where foreign languages were already part of the curriculum and where permission was granted to conduct the study. Schools were chosen from all geographical sections of the state and included samples from urban, rural, and isolated rural schools. All economical levels were represented in the sample as well as representatives from the various minority groups throughout the state. Table I indicates the school districts and the schools that participated in the study and the number of students from each school who answered the questionnaire.

Where permission was granted, copies of the above mentioned letter were sent to principals of secondary schools to gain their support for the study in their respective schools. Appointments were made with the principals and the questionnaires were delivered to the schools and administered to the students by either the writer or by Dr. Elliot C. Howe, Specialist of Foreign Language Education of the Utah State Board of Education.

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[10]A copy of this letter may be found in Appendix E.

Student responses were recorded on IBM answer sheets and the computer at the Brigham Young University Computer Center was used to tabulate the results of the questionnaire.

Participation

The questionnaire was answered by 3,220 secondary students in grades seven through twelve for the 1970-71 school year. Of those, 1,195 answered Form I (no previous foreign language study) and 2,025 students responded to Form II (have been or are presently enrolled in a foreign language). There were 1,591 boys and 1,629 girls involved in the study.

TABLE I

Districts, Schools and Number of Students that Participated in Study

School District	Jr. High	Students	Sr. High	Students
Alpine	Pleasant Grove Jr.	54	Orem High	76
Box Elder	Bear River Jr.	65	Box Elder High	33
	Box Elder Jr.	96		
Davis	Millcreek Jr.	72	Clearfield High	154
	North Layton Jr.	70	Viewmont High	215
	Sunset Jr.	55		
Emery			Green River High	72
Granite	Wasatch Jr.	85	Cottonwood High	70
			Granite High	107
			Skyline High	171
Logan	Logan Jr.	52	Logan High	69
Millard			Millard High	59
Morgan			Morgan High	128
Provo	Dixon Jr.	100	Provo High	90
	Farrer Jr.	91		
Salt Lake City	Bryant Jr.	64	East High	136
	Hillside Jr.	75	South High	153
	Lincoln Jr.	63	West High	148
	Southeast Jr.	52		
Tooele	Tooele Jr.	52	Grantsville High	66
Uintah			Uintah High	58

TABLE I (continued)

School District	Jr. High	Students	Sr. High	Students
Washington	Woodward Jr.	69		
Wayne			Wayne High	52
Weber	South Jr.	44	Bonneville High	138
	T. H. Bell Jr.	78		

CHAPTER IV

RESULTS OF THE STUDY

The results of this investigation on "A Study of Student Attitudes Towards Foreign Languages in Public Secondary Schools of Utah" were organized in terms of (a) the responses of the students to the questionnaire (Form I and Form II) and (b) comparisons of the various elements of the responses made by the students.

Analysis of Form I

Form I[11] was intended for students who have never been enrolled in a foreign language course in school. Of those students polled, 34% answered this form of the questionnaire. This is an indication that where foreign language courses are offered, only one-third of the students have not been exposed to foreign language study at some time in their school experience. Of those students who responded to Form I, 11.6% of them had had some type of foreign language exposure other than in the school situation. The circumstances outside of the school where language learning takes place most frequently is the home, however, only 4.3% indicated that they had already spoken a foreign language.

The chief reason given for not taking a foreign language was that their chosen occupation did not require foreign language skills. Another reason frequently given for not studying a foreign language was

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[11]For a complete list of responses given to each individual question in Form I, see Appendix C.

that their schedule was overcrowded with other required or elective courses preferred over the foreign language course. Closely related to this response was that there was no need for credit or that foreign language was not a requirement for college entrance.

People are influenced by those around them. Children have a tendency to be like their parents and friends. Good teachers who are well liked by the students have a telling effect on the students' opinions and attitudes. Students are very often influenced by what they think others' opinions might be. The students may be entirely wrong in their judgments, but it still influences their behavior. It is interesting to note that while 45% of the students who had not taken a foreign language felt that languages were important in their opinion, 65% of their friends felt that foreign language study was unimportant. Apparently they respected their friends' points of view above their own. Table II indicates in the judgment of the students without previous language study, the extent to which various people consider foreign language study important.[12]

TABLE II

The Extent to Which Various People Consider Foreign Language Study Important According to Student Opinion

People Being Considered	Extremely Important	Important	Not so Important	Unimportant	No Opinion
Parents	10.2%	27.1%	36.0%	12.6%	10.0%

[12]Percentages that do not equal 100% on the tables are a result of students who did not respond to the item in the questionnaire. This pertains to all tables in this report.

TABLE II (continued)

People Being Considered	Extremely Important	Important	Not so Important	Unimportant	No Opinion
Friends	4.3%	16.2%	42.1%	23.1%	11.0%
Yourself	15.9%	29.6%	30.5%	14.5%	6.4%
Society	6.5%	26.1%	36.9%	14.1%	14.3%
Foreign Language Teachers	59.7%	20.3%	5.7%	4.1%	8.2%
Other Teachers	15.6%	32.5%	22.8%	7.3%	19.8%
Counselors	15.4%	38.2%	18.7%	7.3%	18.6%
Administrators	16.7%	35.1%	17.5%	8.0%	19.7%
Superintendent	13.1%	32.3%	19.2%	9.8%	25.7%
School Board	12.1%	34.4%	21.4%	9.1%	18.7%

A strong indication was given that grade point average and teacher dislike had very little bearing on the student's decision not to take a foreign language. Course content and methodology were not of great concern to this group of students. Table III shows reasons for not taking a foreign language and the percentage of students who responded to these reasons.

TABLE III

Reasons For Not Taking A Foreign Language And The Percentage Of Students Who Responded To These Reasons

Reasons For Not Enrolling	True	False
I did not like the foreign language teachers.	15.1%	82.5%
My grades in my English class were too low to allow me to enroll for a foreign language.	20.3%	77.0%
I didn't have an high enough grade point average to allow me to enroll for a foreign language.	17.1%	82.4%
I did not like the way in which foreign languages were taught in my school.	14.0%	83.0%
The foreign language classes do not place enough emphases on the people, their culture and their civilization.	20.2%	74.9%

There was strong feeling as to the types of skills they would want to acquire should they ever enroll in a foreign language class. Seventy-five percent of the students felt that they would want to be able to engage in conversation with native speakers. Other skills which showed a high interest among the students were to enjoy films in a foreign language, to read newspapers and magazines and to write letters for various purposes in another language. The least interest was shown in being able to read the classical literature in a foreign language. This is an indication that students anticipating foreign

language study would do so primarily for practical reasons. They do not anticipate or have a desire to use a foreign language for scholarly purposes nor do they expect to need a foreign language in their chosen vocation. Table IV indicates various skills that could be emphasized in a foreign language and the extent that students were interested in learning about them.

TABLE IV

Skills That A Foreign Language Course Could Emphasize And The Reactions Of Students Towards Them

Skills To Be Emphasized	Desirability of Learning the Skill	
	Interested	Not Interested
Being able to engage in an everyday conversation with native speakers of that language.	75.2%	18.4%
Being able to listen to news broadcasts in that language.	49.4%	43.5%
Being able to enjoy films in the original language.	58.1%	34.5%
Being able to read the classical literature in that language.	41.1%	49.0%
Being able to read the current literature in that language, e.g., newspapers, magazines, best sellers.	52.3%	41.1%
Being able to write letters in that language for various purposes, e.g., business, social.	58.8%	35.3%
Being able to write stories, articles, etc., in that language.	31.6%	59.5%

Although they had not taken a foreign language themselves, 72.4% of the students answering Form I were not in favor of eliminating the teaching of foreign languages in American schools. They were opposed, however, to any type of foreign language requirement to be imposed upon them.

Many of the students disclosed their intentions to study a second language at some later date in either high school or college. Their preference of which language they would choose is shown in Table V.

TABLE V

Foreign Languages Students Would Choose If They Decided To Study A Second Language

Language	French	German	Spanish	Latin	Other
Percent Of Students	21.0%	24.5%	24.9%	6.2%	13.6%

Analysis of Form II

Form II[13] of the questionnaire was designed for students who had previously been or were at that time enrolled in a foreign language course. Of those students who participated in the study, 66% of them answered Form II. Of that number 17% of them had studied or were simultaneously studying a third language. Eighty-five percent of the

[13]For a complete list of responses given to each individual question in Form II, see Appendix D.

students who responded to Form II said they knew someone personally who could speak a language other than English.

Those students who had not studied a foreign language expressed preferences for which languages they would choose if they should at some later date decide to enroll in a foreign language course. Table VI indicates in which foreign language courses the students who answered Form II were enrolled.

TABLE VI

Foreign Languages In Which Students Answering Form II Were Enrolled

Language	French	German	Spanish	Latin	Other
Percent of students	26.1%	22.9%	48.0%	0.4%	0.6%

It is interesting to compare Table VI with Table V (page 24). The percent of those who preferred French was slightly lower (6.1%) than those enrolled and those who preferred German were slightly higher (1.6%) than those enrolled at present. In Spanish, however, those enrolled almost doubled those who indicated a preference for studying Spanish. The number of students participating in this study who were studying Latin was minimal, but the percentage of those who preferred Latin was 5.8% higher. It can be noted that only 0.6% of those participating in the investigation were studying another language other than those mentioned above. Many of those who had studied no language would have preferred to study a language other than French,

German, Spanish or Latin. Thirteen percent of them indicated that a language other than those mentioned was desirable.

No strong influence was given as to why they chose the particular language they were studying, but a strong indication was given that teachers, counselors, college entrance requirements and vocational requirements did not play an important part in their selection. Table VII indicates possible influences in determining which foreign language to study and the percentage of student responses. When asked their reasons for choosing a particular language for study, 77.7% indicated that a desire to visit the country where the language is spoken was important in making their decisions. A second consideration was to gain an understanding of the people who speak the language (71.2%). The third most frequent reason was a desire to enrich their backgrounds and to broaden their cultural horizons (70.9%). Of least importance to the students in choosing a language were how the language sounds to the American ear (44.8%) and any ancestoral ties the students might have had (46.2%).

TABLE VII

Possible Influences In Determining Which Foreign Language To Study And The Percentage of Student Responses

Influences	Yes	No
Parents	45.8%	51.4%
Friends	48.6%	49.2%
Teachers	13.8%	82.2%
Counselor	5.4%	90.5%

TABLE VII (continued)

Influences	Yes	No
College Entrance Requirements	23.2%	73.1%
Vocational Requirements	15.1%	80.8%

According to 87.5% of the students, the skill which holds the greatest interest in foreign language study is being able to engage in everyday conversation with native speakers. Other areas where high interest was shown were in being able to enjoy films in the foreign language, to be able to read newspapers and magazines in the language, and to be able to write letters for various purposes. Of least interest to those already involved in foreign language study was the ability to write stories and articles in the language. See Table VIII for responses of students regarding desirable language skills to be learned.

TABLE VIII

Skills That A Foreign Language Course Could Emphasize And The Reactions Of Students Towards Them

Skills to be emphasized	Desirability of learning the skill	
	Interested	Not interested
Being able to engage in an everyday conversation with native speakers of that language.	87.5%	11.1%
Being able to listen to news broadcasts in the language.	63.8%	35.0%

TABLE VIII (continued)

Skills to be emphasized	Desirability of Learning the Skill	
	Interested	Not Interested
Being able to enjoy films in the original language.	72.0%	25.8%
Being able to read the classical literature in the language.	62.5%	36.0%
Being able to read the current literature in the language, e.g., newspapers, magazines, best sellers.	73.5%	25.1%
Being able to write letters in the language for various purposes, e.g., business, social.	70.5%	28.1%
Being able to write stories, articles, etc., in the language.	48.4%	50.0%

The majority of students seemed satisfied with the type of skills they were learning, the textbooks they were using and the classroom activities and homework they were assigned. Dissatisfaction was shown in the number of outside opportunities to use the language and in the foreign language club activities. Many of the schools involved in the study offered no outside opportunities for language use and foreign language clubs were ineffectual or not in existence.

In discussions with foreign language teachers and school administrators prior to administering the questionnaire, one of their greatest concerns was the number of items dealing with the foreign language teacher. It was felt that the students would use the study

to vent their feelings unjustly toward their teachers. The study proved this to be a false assumption. The strongest indication shown by any part of this investigation was the esteem of the students for their foreign language teachers. All questions which dealt with the teacher in any way received very favorable support. Table IX shows questions dealing with teachers and the responses given by the students.

TABLE IX

Questions Dealing With Teachers And The Responses Given By The Students

Questions	Quite Satisfied	Satisfied	Dissatisfied
Teacher's personality	48.5%	28.3%	22.2%
Teacher's ability to speak the language	72.2%	18.8%	7.1%
Teacher's ability to help you learn	45.6%	32.1%	20.3%
Teacher's availability for consultation outside the regular classroom	34.8%	39.2%	24.6%

Even though 38% of those who took the questionnaire had already dropped their foreign language study and 51% of those who were still enrolled intended to drop their study the following year, only 12.1% of them indicated that the time spent studying a foreign language had not been beneficial. Eighty-two percent of the students indicated they were in favor of beginning foreign language study in elementary school and 84% were against the elimination of the teaching of foreign languages in American schools. They were also against any type of foreign language

requirements.

The second half of Form II was designed for those students who had already discontinued their foreign language study or intended to do so the following school year. It was developed to elicit reasons for students dropping their foreign language study after they had taken one or more years.

The main reason given for dropping their foreign language course was that they lost interest. Of those who had discontinued language study, 69% gave this as a reason for doing so. Closely associated to the loss of interest was a preference for another subject. This was the second highest reason given for dropping the foreign language. The third reason was that the language study was no longer relevant. Listed below are the ten reasons for dropping foreign languages given most frequently in this study. They are listed in order of frequency with the most frequent reason first and the percentage of students who indicated that this was a chief reason for dropping their language study.[14]

1. I lost interest in studying the language. (69.0%)
2. I preferred to study another subject instead of a language. (62.5%)
3. The language as it was taught was not relevant and worthwhile. (61.6%)
4. I didn't have enough time to study the language as much as I should. (60.8%)
5. We weren't learning to understand the spoken language. (56.2%)

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[14]A complete rank order listing of reasons for discontinuing foreign language study is given in Appendix F.

6. We tried to cover too much too fast. (56.1%)

7. I wasn't able to become fluent, which was my reason for studying the language. (55.4%)

8. I just didn't feel any more language was worthwhile. (54.9%)

9. I was lazy and didn't study enough. (54.8%)

10. All we did was memorize dialogs. (54.3%)

The reasons that had no bearing on the students' decisions to drop the foreign language were more evident than why they do drop out of foreign language study. It seemed evident that a student's decision to drop his foreign language study was not based on the advice of his foreign language teacher, other teachers, counselors or parents.

Articulation[15] was not a problem for the students. The move from junior high to senior high school or from one school to another did not cause the students to become discouraged and drop their foreign language class. A difference in the teacher's methodology was not a reason for dropping out. Listed below are ten reasons that were least significant in the student's decision to drop foreign language study. They are listed with the least significant first with the percentage of students who said that this was not a reason for dropping their foreign language class.

1. Another teacher advised me to drop. (86.8%)

2. I changed schools and the next course that I needed of the language was not available in the new school. (84.4%)

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[15]Articulation is used here to mean a coordinated foreign language program within a school district including the same textbooks, materials and course of study within a given language and in all of the schools in that district.

3. A guidance counselor advised me to drop. (83.3%)
4. All we did was watch television. (83.2%)
5. My language teacher advised me to drop. (82.5%)
6. The next year of the language wasn't offered in my school. (79.8%)
7. The language was too easy and didn't challenge me. (78.8%)
8. I moved to high school from junior high school and the high school teacher taught with different texts, methods, etc. (78.1%)
9. I wanted to switch to another language which I thought I would like better. (77.6%)
10. I wasn't permitted to study the language I wanted to study. (77.4%)

Comparison of Form I and Form II

One of the contentions of foreign language educators has been that the study of foreign languages has hidden values that the learner gains as a bonus above the normal acquisition of skills. Although this study did not prove this point or even attempt to do so, it did show a marked difference in attitudes between the student who had studied a foreign language and the one who had not.

Table X indicates three questions that appear on both forms of the questionnaire and the percentage of students from both forms who answered the questions "yes." It can be noted that both groups were favorable toward these three questions, but those who had studied a foreign language were even more positive than those who had not.

TABLE X

Comparison Of Questions From Form I And Form II

Questions	Percentage of Students Answering Positively	
	Form I	Form II
If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?	72.2%	82.1%
How important do you think it is for Americans to learn a foreign language?	51.9%	81.7%
Do you wish you could speak a foreign language like a native speaker?	61.8%	83.7%

Both forms of the questionnaire asked students to respond, in their own judgment, to what extent certain people consider foreign languages important. Again a very marked difference in opinions between the two groups was shown. The foreign language students displayed the more positive approach. Table XI lists the positive responses of both groups and the people they were asked to consider.

TABLE XI

A Comparison Of Student Opinions As To The Extent Various People Consider Foreign Languages Important

People being considered	Percent they consider foreign languages important according to student opinion	
	Form I	Form II
Parents	37.3%	70.2%
Friends	20.5%	30.4%
Yourself	45.5%	82.0%
Society	31.6%	52.3%
Foreign language teachers	80.0%	90.8%
Other teachers	48.1%	62.2%
Counselors	53.6%	67.0%
Administrators	51.8%	67.1%
Superintendent	45.3%	62.4%
School Board	46.5%	64.5%

It can be noted that both groups felt that their friends had little interest in foreign languages, but there is a distinct difference in how they view their parents' feelings toward foreign languages and the greatest difference is in their own opinions.

Although both groups were against the elimination of the teaching of foreign languages in American schools (those answering Form I were 72.4% against elimination of foreign language instruction and those

answering Form II were 84.4% against it), both groups were negative toward requiring foreign language study. Table XII shows responses given by both groups toward foreign language study requirements.

TABLE XII

Responses Against Foreign Language Requirements

Question	Percentage of negative responses by students	
	Form I	Form II
To what extent are you in favor of requiring that everyone take a foreign language at some time during his schooling.	57.9%	50.3%
To what extent are you in favor of requiring that everyone begin a foreign language in elementary school and continue with that same foreign language until graduation from high school?	70.0%	77.3%

As can be seen, the more stringent the requirement the more opposition it received from the students of both groups. Both groups showed favorable responses toward beginning foreign language study in elementary school and also toward an alternate program of four years of foreign language study. The opposition seems to be in requiring them to participate in the program.

In a comparison of the types of foreign language skills that students wanted to achieve, it was observed that Form II respondents were again more positive toward the desired skills, but also of importance is that both groups displayed an interest in the same types of

skills. Table XIII indicates the desired skill and the percentage of respondents from both forms of the questionnaire.

TABLE XIII

Desirability Of Skills To Be Learned

Skill	Percentage of students wanting that skill	
	Form I	Form II
Engage in everyday conversation	75.2%	87.5%
Listen to news broadcasts	49.4%	63.8%
Enjoy films	58.1%	72.0%
Read classical literature	41.1%	62.5%
Read newspapers and magazines	52.3%	73.5%
Write letters for various purposes	58.8%	70.5%
Write stories and articles	31.6%	48.4%

In all comparisons that can be made between those who answered Form I and those who answered Form II of the questionnaire, the attitudes of those who answered Form II were more favorable and more positive toward foreign languages, foreign language study and foreign cultures and people.

Comparison by Sex

A comparison of attitudes was made according to sex with both forms of the questionnaire. Table XIV shows the number of boys and

girls who answered Form I and Form II of the questionnaire.

TABLE XIV

Boys And Girls Who Answered Form I And Form II

Sex	Number of Students	
	Form I	Form II
Boys	731	860
Girls	564	1143

There was no evident difference in attitudes between the boys and the girls who responded to Form I with the exception of the final question. It asked which language they would take if they were to study a foreign language. The boys' preference was German and the girls' preference was French. Table XV shows the percentages of the language preferences for the boys and the girls who answered Form I.

TABLE XV

Language Preference for Boys and Girls

Sex	LANGUAGES				
	French	German	Spanish	Latin	Other
Boys	19.7%	28.2%	22.2%	6.3%	14.1%
Girls	27.7%	19.2%	23.2%	5.0%	10.3%

No significant differences were found in the attitudes of the

boys and the girls who answered Form II of the questionnaire.

A Comparison of Urban, Rural and Isolated Rural Districts

This study was conducted to include all geographical locations of the state of Utah. Districts were polled where the children came exclusively from an urban situation and also from strictly a rural atmosphere. Many of the districts included in the investigation were a combination of urban and rural elements. A comparison of these three types of districts revealed no differences in the attitudes of students who answered either Form I or Form II of the questionnaire.

Dropouts

Throughout the nation there is a concern for the continuance of foreign language instruction. The number of students who drop their foreign language study once they have started in the program is high. Table XVI indicates the Utah foreign language enrollments.

TABLE XVI

Utah Foreign Language Enrollments[16]

	French	German	Latin	Russian	Spanish	Other	Total
1967-68	8,610	5,824	794	392	9,033	127	24,780
1968-69	6,549	5,008	664	212	8,952	77	21,462
1969-70	7,184	5,159	518	166	9,821	0	22,848

[16]Elliot C. Howe, "Utah Foreign Language Enrollments," Foreign Language Speaker, September 1971, 5.

In areas where local colleges and universities have foreign language entrance requirements, students enroll in foreign language classes long enough to meet the requirements and then drop their study. This is usually a period of two years. In many areas this is the highest cause for dropping foreign language study. This investigation indicates that the opposite is true in Utah. None of the institutions of higher learning in Utah require a foreign language for acceptance to attend. This could be the reason that this is not a problem. Of the students in the study who answered Form II, 73.8% of them said that entrance requirements for colleges and universities had nothing to do with their decisions to drop their foreign language study. Table XVII shows the level of foreign language instruction and the percent of students continuing and discontinuing their foreign language study during the next school year.

TABLE XVII

Students Continuing And Discontinuing Their Foreign Language Study During The Next School Year

Current level of Instruction	Percentage of Students	
	Continuing	Discontinuing
Level 1	42.2%	57.8%
Level 2	59.3%	40.7%
Level 3	40.0%	60.0%
Level 4	47.4%	52.6%

Another concern of foreign language educators is the matter of

articulation. It is felt that where programs are not well articulated, the students become discouraged and soon discontinue their foreign language study. This investigation proved this to be a false assumption from the student's point of view. Table XVIII shows three questions dealing with problems of articulation and the percentage of students who responded that this did not contribute to their decisions to discontinue studying a foreign language.

Counselors have been blamed for programming students out of foreign language classes. This study indicated that this is not the case. Eighty-three percent of the students said this was not a contributing factor in their decision to drop the language. Form I points out on the other hand that 44% of the students said that no one ever told them to take a foreign language. Counselors must surely take part of the blame for this.

TABLE XVIII

Problems Of Articulation

Question	Percentage of negative response
The next year of the language wasn't offered in my school.	79.8%
I moved to high school from junior high school and the high school teacher taught with different texts, methods, etc.	78.1%
I changed schools and the next course that I needed of the language was not available in the new school.	84.4%

It is an indication that even though the counselors are not programming students out of foreign languages, they are also not programming them into foreign language courses. Certainly the foreign language teacher would have to share the blame for not informing students about the advantages to foreign language knowledge.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the findings of this investigation on "A Study of Student Attitudes Towards Foreign Languages in Public Secondary Schools of Utah" the following conclusions are made. Recommendations are given and suggestions made to meet the needs stated in the conclusions.

Conclusions

It can be concluded from the data that attitudes of students are important and can and should be measured. Today's student is more opinionated and sophisticated than ever before. He is exposed to the world through mass communications and he has very definite ideas. These opinions or ideas are not always correct, but they influence how he acts. To be entirely successful, a teacher would do well to know how the students feel about foreign languages.

Students who have never been enrolled in a foreign language have positive attitudes toward foreign language study and people from foreign lands, but the data show they have not been oriented properly to understand the need to learn a foreign language. Because students indicated that no one ever told them to take a foreign language, teachers of foreign languages should take the lead in a program to inform all students as to the advantages of knowing a second language. Counselors and administrators should be involved in advising students about foreign language study and assisting the foreign language teacher in this publicity program.

According to information from the investigation, a definite positive change in attitude occurs when a student has studied a foreign language. They gain a greater tolerance for other people, they have a deeper appreciation for different cultures, and they are more willing to accept people as different and to use their own language as a means of communication. Even those students who for various reasons have discontinued their foreign language study, feel that their time in the foreign language class was beneficial to them.

The most desirable foreign language skill to the students is the ability to speak the language. This is their primary objective and expectation regarding foreign language study. A disappointment to the students and a probable cause for a loss of interest is not being able to use the language outside of the classroom or after they leave the secondary school. They want their learning to be useful and are anxious to practice what they are learning. This loss of interest is the main reason for dropping foreign language study. It comes not as a result of dislike for the teacher, but because the student is not reaching his own objectives in terms of language use.

Recommendations

It is recommended that students be given an attitude questionnaire in each foreign language class in the state of Utah. This should be administered by the foreign language teacher to his own students and should be evaluated by the teacher himself to ascertain the needs, problems, expectations and false impressions of his own students.

Curriculum changes could then be student oriented rather than teacher or district mandated.

If the student who has never studied a foreign language is to be enrolled, a campaign must be launched in each secondary school with guidelines from the State Board of Education to coordinate the activities. The campaign should concentrate on information geared to the student level and dealing with advantages of knowing a second language. These arguments should be realistic and within the grasp of every student. Publicity should include not only students, but parents, community leaders, counselors, administrators and other teachers should be given information dealing with foreign language study.

Students need to be given opportunities to use the foreign languages they are learning. Their own expectations indicate the desire to speak the language. It is therefore recommended that the following activities be adopted as part of the curriculum throughout the state of Utah in order to give the students more opportunity to use the language. These activities are suggested to meet the expressed need.

1. Classroom activities should involve much oral practice not only on the imitation and memorizing levels, but especially at the level of free selection and communication. Students should feel at ease while using the language with each other within the limits of the vocabulary they have learned.

2. Assignments outside the classroom should include task-oriented projects. They should be given with the idea in mind that students must use the language in order to complete the assignment. This might include such activities as telephone conversations with native speakers, personal

interviews with native speakers, concerts, movies and plays in the foreign language, eating at foreign restaurants where the language is spoken, purchasing goods from foreign merchants, listening to lectures by native speakers, taking a fellow student on a tour of a local tourist attraction and explain it in the language, or any other activity that requires the use of the skills in the language.

3. Language clubs should be organized not only on an individual school basis, but on a district basis as well. A state-wide foreign language convention should be held on a yearly basis to allow students to exchange ideas to improve their local language clubs, to engage in activities in the language and to meet other language students and use the foreign language with them.

4. Foreign language fairs and contests involving all students should be held on district, regional and state-wide levels. They should be expanded and coordinated to be culminated at the state level with all fairs offering equal opportunities to students throughout the state. All fairs should use the same contests and activities in a given year.

5. Language camps should be part of the regular curriculum of language learning. Weekend camps should be conducted by school districts several times during the school year and coordinated with the local courses of study. Regional language camps should be held during the summer for a minimum of one week duration. All activities should be in the foreign language and special effort should be made to make them as culturally authentic as possible.

6. Students should be given opportunities to visit the country where the target language is spoken. This should be a program that would not just be a tourist trip through the country, but should be so organized that students must use the foreign language while in the country.

Student attitudes are important. They are not always right in their opinions, but how they feel and the goals they set for themselves give direction to the way they react. This is true in regard to their foreign language study. If their expectations are not met in the foreign language class, they will discontinue their study and often substitute other classes to meet those goals. Enrollments in foreign languages will improve only when the needs of the students are first known and then steps taken to meet them. Teachers of foreign languages should use attitude questionnaires to take the pulse of their students. They should use the information gleaned from this study and studies of similar design with their own students, to formulate their own courses of study that will meet the needs of their students.

APPENDIX A

FOREIGN LANGUAGE ATTITUDE QUESTIONNAIRE (FORM I)

Instructions

This questionnaire is intended for students who have never been enrolled in a foreign language course. This is not a test. Your grades will in no way be affected by your answers. You are being asked to fill out this questionnaire to help foreign language educators provide a foreign language curriculum of the highest quality. One kind of information that would help them is an honest expression of student opinion on this matter. Please let your true feelings be known. This is your chance to "tell it like it is" in your own mind. Thank you for your cooperation.

* * * * * * * * * * * * * * * * *

For questions one through thirty-two, mark your answer sheet after reading the question and its numbered answers. Completely fill the area between the pair of lines. If you change your mind, erase your first mark completely.

1. Have you ever studied a language other than English outside of school? 1 yes 2 no

2. If "yes" under what circumstances?
   1 while living abroad 2 in a language camp 3 at home
   4 through television 5 other
   (If "no" skip this question.)

What are the reasons you have never studied a foreign language in school? Check all of the reasons that apply to you by marking 1 true. Those that do not apply mark 2 false.

3. None of the schools I have attended offered a foreign language course.

4. I already know a language other than English, so there was no need to study one in school.

5. I postponed taking a foreign language, perhaps until later in high school or even in college.

6. No one ever told me to take a foreign language.

7. It was suggested to me that I take a foreign language but I was never convinced of its value.

8. There was not enough time to take a foreign language, as I was

busy with too many other courses I wanted or had to take.

9. I thought a foreign language course would be too difficult.

10. I thought a foreign language course would not be worth the effort.

11. I did not like the foreign language teachers.

12. I did not like the way in which foreign languages were taught in my school.

13. I wanted to take a foreign language, but the one I wanted was not offered in my school.

14. My parents advised me not to take a foreign language.

15. My friends didn't take a foreign language and so I didn't either.

16. My grades in my English class were too low to allow me to enroll for a foreign language.

17. I didn't have an high enough grade point average to allow me to enroll for a foreign language.

18. I don't need a foreign language for college entrance.

19. A counselor advised me not to take a foreign language.

20. One or more of my teachers advised me not to take a foreign language.

21. I feel that foreigners should speak English when they are in America and therefore there was no reason for me to learn a foreign language.

22. I will never travel to a foreign country and so I will not have to learn another language.

23. The occupation I have chosen does not require a foreign language.

24. I can learn a foreign language faster when I get to the country and therefore felt it a waste of time to learn a foreign language in school.

25. The foreign language classes do not place enough emphasis on the people, their culture and their civilization.

26. I didn't need the credit.

27. I do not know anyone who speaks a foreign language.

28. My chosen vocation does not require a foreign language.

29. I am not going on to college and therefore will not need a foreign language.

30. I have a hard time memorizing and language study is nothing but memorization.

The following are various skills that a foreign language course can emphasize. Assuming that one day you might wish to take a foreign language course, which of these skills would you be interested in learning? Rate each of them by marking one of the five numbers on your answer sheet as follows:

1 great interest 2 some interest 3 very little interest
4 no interest 5 no opinion

31. Being able to engage in an everyday conversation with native speakers of that language.

32. Being able to listen to news broadcasts in that language.

33. Being able to enjoy films in the original language.

34. Being able to read the classical literature in that language.

35. Being able to read the current literature in that language, e.g., newspapers, magazines, best sellers.

36. Being able to write letters in that language for various purposes, e.g., business, social.

37. Being able to write stories, articles, etc. in that language.

38. Being able to speak on a given subject with a native speaker of that language.

Rate the following questions on your answer sheet as indicated.

39. How well do you think you would be able to learn a foreign language?
1 very easy 2 easy 3 not so easy 4 not at all
5 no opinion

40. How likely do you think it is that you will one day be a fluent speaker of a foreign language?
1 very likely 2 possible 3 very unlikely 4 no chance
5 no opinion

41. How important do you think a foreign language could be to you in your life?
1 very important 2 important 3 not so important
4 not at all 5 no opinion

42. Do you think our lack of knowledge of foreign languages accounts for many of our political difficulties abroad?
1 very likely 2 possible 3 very unlikely 4 no
5 no opinion

43. How important do you think it is for Americans to learn a foreign language.
1 very important 2 important 3 not too important
4 not important at all 5 no opinion

Mark the following questions on your answer sheet according to this pattern: 1 yes 2 no 3 no opinion

44. If a special foreign language course had been available in which almost all the time had been spent on the study of foreign culture in English, would you have taken it?

45. Do you wish you could speak a foreign language like a native speaker?

46. If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?

47. If a foreign language other than those already taught in your school had been offered, would you have taken it?

48. If other teachers other than those now teaching foreign languages had taught the foreign language classes would you have taken one?

49. Are you planning on taking a foreign language sometime in the future?

50. Would you go out of your way to help or understand the problems of a person who is not a native American?

51. Do you feel that taking a foreign language would make you more tolerant or sympathetic toward foreigners?

52. Do you feel that people who come to America should speak English?

In your judgment, to what extent do the following people consider foreign language study important? Mark your answer sheet as follows:
1 extremely important 2 important 3 no so important
4 unimportant 5 no opinion

53. your parents

54. your friends

55. your high school teachers other than foreign language teachers

56. society as a whole

57. yourself

58. school administrators (principal)

59. school counselors

60. foreign language teachers in your school

61. the school board

62. the superintendent of schools

To what extent are you in favor of the following? Mark the answers on your answer sheet as follows:
1 very much in favor 2 slightly in favor 3 not in favor

63. beginning the study of a foreign language in elementary school

64. having four years of foreign language study in junior high and/or high school

65. eliminating the teaching of foreign languages in American schools

66. requiring that everyone take a foreign language at some time during his schooling

67. requiring that everyone begin a foreign language in elementary school and continue with that same foreign language until graduation from high school

68. If you were to take a foreign language, which one would you choose? 1 French 2 German 3 Spanish 4 Latin 5 other

APPENDIX B

THE STUDENT FOREIGN LANGUAGE ATTITUDE QUESTIONNAIRE (FORM 2)

This questionnaire is intended for students who have previously been or are now enrolled in a foreign language course. This is not a test. Your grades will in no way be affected by your answers. You are being asked to fill out this questionnaire to help foreign language educators provide a foreign language curriculum of the highest quality. One kind of information that would help them is an honest expression of student opinion on this matter. Please let your true feelings be known. This is your chance to "tell it like it is" in your own mind. Thank you for your cooperation.

NOTE: Many of the questions make reference to speaking the foreign language and its use in travel, etc. If the foreign language you are studying is Latin, these questions may not apply to you. You may skip them and answer the other questions that are relevant.

Read each question and its numbered answers. When you have decided which answer you want to make, blacken the corresponding space on the answer sheet. If you change your mind, erase your first mark completely.

1. Which foreign language are you studying now (or have you studied in the past) in school?
   1 French 2 German 3 Latin 4 Spanish 5 other

2. If you are studying more than one foreign language, which other languages (other than the one listed in question one) are you studying (or have you studied). Skip this question if it does not apply.
   1 French 2 German 3 Latin 4 Spanish 5 other

3. Do you personally know anyone (other than your language teacher) who can speak a language other than English?
   1 yes 2 no

Indicate whether or not each of the following influenced you in the choice of the foreign language you are studying. Mark your answer sheet as follows: 1 yes 2 no

4. your parents

5. your friend(s)

6. your high school teacher

7. your high school counselor

8. college entrance requirement

9. vocational requirements

What were your reasons for choosing the foreign language you are studying?

10. There was no other language available for study.
1 true 2 false

NOTE: If you checked "true" skip to question 21. If you checked "false" answer questions 11 through 20.

For each item listed below, rate the importance it had for you by marking your answer sheet as follows:
1 very important 2 slightly important 3 unimportant

11. This language is prettier (sounds better, is more musical, etc.) than others I could have taken.

12. This language seemed easier than others I could have taken.

13. This language seemed of great importance in today's world.

14. This language will probably be useful in getting a good job some day.

15. This language will be useful in my probable field of study, e.g., medicine, law, teaching, graduate work.

16. I want to visit the country where the language is spoken.

17. I want to understand better the people who speak this language and their way of life.

18. This language will enrich my background and broaden my cultural horizons.

19. This language is (or was at one time) spoken by my relatives or persons who are (or were) close to me.

20. Knowledge of this language will add to my social status.

The following are various skills that a foreign language course can emphasize. Rate the extent to which you are interested in each of them by marking your answer sheet as follows:
1 great interest 2 some interest 3 no interest

21. being able to engage in an everyday conversation with native speakers of this language

22. being able to listen to news broadcasts in this language

23. being able to enjoy films in the original language

24. being able to read the classical literature in this language

25. being able to read the current literature in this language, e.g., newspapers, magazines, best sellers

26. being able to write letters in this language for various purposes, e.g., business, social

27. being able to write stories, articles, etc. in this language

Indicate the extent to which you are satisfied with each of the following aspects of your foreign language courses by marking your answer sheet as follows:
1 quite satisfied 2 fairly satisfied 3 dissatisfied

28. the type of skills (listening, speaking, reading, writing) you were taught in the course

29. the textbooks you have used

30. the classroom activities

31. the language laboratory (leave blank if there is no language laboratory)

32. the homework you were assigned

33. the readings you were assigned

34. the outside opportunities you have had to practice the language

35. the information you received from your teacher as to how you were progressing in the language course

36. the way your progress and achievement were evaluated (grades)

37. the overall amount of time you were given for study

38. the teacher's personality

39. the teacher's ability to speak the language

40. the teacher's ability to help you learn (his helpfulness)

41. the teacher's availability for consultation outside the regular classroom

42. the foreign language club activities

Mark your answers on the answer sheet as follows:
1 yes 2 no 3 no opinion

43. Do you feel the teacher placed too much emphasis on speaking correctly?

44. Would you have found it helpful to be able to use the language more to express your thoughts even if it meant speaking incorrectly?

45. Would you have liked to spend more time discussing the culture of the people whose language you were studying?

46. Could you have accomplished more if the foreign language you took had been organized in a different way?

47. Do you wish you could speak a foreign language like a native speaker?

48. If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?

49. How important is it for Americans to learn foreign languages?
1 extremely important 2 important 3 not so important

50. Would you say that the time you have spent in studying a foreign language has been beneficial to you?
1 definitely yes 2 yes 3 not sure 4 no

In your judgment, to what extent do the following people consider foreign language study important? Mark your answers on the answer sheet as follows:
1 extremely important 2 important 3 not so important

51. your parents

52. your friends

53. your high school teachers other than foreign language teacher

54. society as a whole

55. yourself

56. school administrators (principals)

57. school counselors

58. your foreign language teacher

59. the school board

60. the superintendent of schools

To what extent are you in favor of the following? Mark your answer sheets as follows:
1 very much in favor 2 slightly in favor 3 not in favor

61. beginning the study of a foreign language in elementary school

62. having four years of foreign language study in high school

63. eliminating the teaching of foreign languages in American schools

64. requiring that everyone take a foreign language at some time during their schooling

65. requiring that everyone begin a foreign language in elementary school and continuing with that same foreign language until they graduate from high school

66. I am still studying a foreign language.
1 yes 2 no

67. I plan to continue my foreign language study next year.
1 yes 2 no

If your answer was "yes" to both questions 66 and 67, do not complete the remainder of the questionnaire. If you answer was "no" to either of these questions, please complete the remainder of the questionnaire.

If your answer is "no" please mark those reasons that contributed to your decision not to continue studying a foreign language as follows:
1 contributed greatly 2 contributed somewhat 3 did not contribute

68. The language as it was taught was not relevant and worthwhile.

69. There wasn't enough emphasis on the people and their civilization.

70. There wasn't enough emphasis on vocabulary and grammar.

71. I didn't like the teacher.

72. I would have preferred another language not offered in my school.

73. The language became more difficult, and I couldn't keep up any longer.

74. I changed schools, and the language I had studied wasn't taught in the new school.

75. The teacher was too dependent on the text.

76. We tried to cover too much too fast.

77. I didn't need the credit.

78. There was not enough opportunity for individual practice in the lab.

79. There wasn't enough emphasis on reading and writing.

80. I had all the language I needed for college entrance.

81. I wanted to switch to another language which I thought I would like better.

82. The language program was not intensive enough.

83. The language was too hard for me.

84. There was too much emphasis on grammar.

85. The teacher could not maintain discipline.

86. There was too much memorizing.

87. Students from more than one course (for example, Spanish III and IV) were combined into one class period, and that wasn't very satisfactory.

88. The time necessary for language study was hurting my grades in other subjects.

89. A guidance counselor advised me to drop.

90. There was too much difference in instruction by different teachers.

91. The next year of the language wasn't offered in my school.

92. It was easy to make good grades without learning anything.

93. I just didn't feel any more language was worthwhile.

94. We weren't learning to understand the spoken language.

95. I didn't have enough time to study the language as much as I should.

96. My language teacher advised me to drop.

97. I preferred to study another subject instead of a language.

98. I lost interest in studying the language.

99. I didn't like working in the lab.

100. The teacher did most of the talking.

101. I was lazy and didn't study enough.

102. I didn't like the textbook.

103. There was too much emphasis on reading and writing.

104. I didn't have good teachers.

105. The teacher didn't like the class.

106. I only intended to take it for this long.

107. The teacher really didn't do much teaching.

108. All we did was watch television.

109. Another teacher advised me to drop.

110. I didn't want to study a language but had to and stopped as soon as I could.

111. The teacher did not seem to know the language well.

112. The teacher's grading system was too severe.

113. The teacher and I didn't get along.

114. The language was too easy and didn't challenge me.

115. There was too much emphasis on speaking the language.

116. I wasn't permitted to study the language I wanted to study.

117. I was tired of the same teacher.

118. I had to take another subject which conflicted with the language course.

119. My parents advised me to drop.

120. The repetition was boring.

121. I didn't like to study literature.

122. I had a poor background for the next level.

123. The teacher didn't pay sufficient attention to problems of the individual.

124. I preferred to take another subject which conflicted with the language course.

125. We didn't have much opportunity to participate in class.

126. The quality of instruction was poor.

127. There was too much translation.

128. We weren't learning to speak the language.

129. I wasn't able to become fluent, which was my reason for studying the language.

130. All we did was memorize dialogs.

131. I moved to high school from junior high school and the high school teacher taught with different texts, methods, etc.

132. I changed schools and the next course that I needed of the language was not available in the new school.

APPENDIX C

RESPONSES TO FORM I

Responses given to each individual question in Form I follow with the top figure representing the number of students designating that part of the question as their answer. The percent figure directly underneath is the total percentage of students designating that part of the question as their answer.

FOREIGN LANGUAGE ATTITUDE QUESTIONNAIRE (FORM I)

For questions one through thirty-two, mark your answer sheet after reading the question and its numbered answers. Completely fill the area between the pair of lines. If you change your mind, erase your first mark completely.

1. Have you ever studied a language other than English outside of school? 1 yes 2 no

136	1047
11.6%	87.6%

2. If "yes" under what circumstances?
1 while living abroad 2 in a language camp 3 at home
4 through television 5 other (If "no" skip this question.)

9	37	60	27	45
0.8%	3.1%	5.0%	2.2%	3.8%

What are the reasons you have never studied a foreign language in school? Check all of the reasons that apply to you by marking 1 true. Those that do not apply mark 2 false.

3. None of the schools I have attended offered a foreign language course.

60	1109
5.6%	92.8%

4. I already know a language other than English, so there was no need to study one in school.

51	1127
4.3%	94.3%

5. I postponed taking a foreign language, perhaps until later in high school or even in college.

524	637
43.8%	53.3%

6. No one ever told me to take a foreign language.

415	756
34.7%	63.3%

7. It was suggested to me that I take a foreign language but I was never convinced of its value.

504	673
42.2%	56.3%

8. There was not enough time to take a foreign language, as I was busy with too many other courses I wanted or had to take.

701	479
58.7%	40.1%

9. I thought a foreign language course would be too difficult.

531	634
44.4%	53.1%

10. I thought a foreign language course would not be worth the effort.

406	763
34.0%	63.8%

11. I did not like the foreign language teachers.

180	986
15.1%	82.5%

12. I did not like the way in which foreign languages were taught in my school.

167	992
14.0%	83.0%

13. I wanted to take a foreign language, but the one I wanted was not offered in my school.

242	926
	82.5%

14. My parents advised me not to take a foreign language..

125	1044
10.5%	87.4%

15. My friends didn't take a foreign language and so I didn't either.

194	973
16.2%	81.4%

16. My grades in my English class were too low to allow me to enroll for a foreign language.

243	920
20.3%	77.0%

17. I didn't have an high enough grade point average to allow me to enroll for a foreign language.

204	961
17.1%	82.4%

18. I don't need a foreign language for college entrance.

605	524
50.6%	43.8%

19. A counselor advised me not to take a foreign language.

77	1103
6.4%	92.3%

20. One or more of my teachers advised me not to take a foreign language.

90	1086
7.5%	90.9%

21. I feel that foreigners should speak English when they are in America and therefore there was no reason for me to learn a foreign language.

198	970
16.6%	81.2%

22. I will never travel to a foreign country and so I will not have to learn another language.

192	976
16.1%	81.7%

23. The occupation I have chosen does not require a foreign language.

721	435
60.3%	36.4%

24. I can learn a foreign language faster when I get to the country and therefore felt it a waste of time to learn a foreign language in school.

205	960
17.2%	80.3%

25. The foreign language classes do not place enough emphasis on the people, their culture and their civilization.

241	895
20.2%	74.9%

26. I didn't need the credit.

646	505
54.1%	42.3%

27. I do not know anyone who speaks a foreign language.

190	980
15.9%	82.0%

28. My chosen vocation does not require a foreign language.

253	907
21.2%	75.9%

29. I am not going on to college and therefore will not need a foreign language.

404	747
33.8%	62.5%

30. I have a hard time memorizing and language study is nothing but memorization.

253	689
21.2%	57.7%

The following are various skills that a foreign language course can emphasize. Assuming that one day you might wish to take a foreign language course, which of these skills would you be interested in learning? Rate each of them by marking one of the five numbers on your answer sheet as follows:

1 great interest 2 some interest 3 very little interest
4 no interest 5 no opinion

31. Being able to engage in an everyday conversation with native speakers of that language.

419	479	131	88	66
35.1%	40.1%	11.9%	7.4%	5.5%

32. Being able to listen to news broadcasts in that language.

195	396	265	254	75
16.3%	33.1%	22.2%	21.3%	6.3%

33. Being able to enjoy films in the original language.

287	408	244	169	62
24.0%	34.1%	20.4%	14.1%	5.2%

34. Being able to read the classical literature in that language.

180	311	298	288	95
15.1%	26.0%	24.9%	24.1%	7.9%

35. Being able to read the current literature in that language, e.g., newspapers, magazines, best sellers.

228	397	259	232	69
19.1%	33.2%	21.7%	19.4%	5.8%

36. Being able to write letters in that language for various purposes, e.g., business, social.

310	393	220	202	58
25.9%	32.9%	18.4%	16.9%	4.9%

37. Being able to write stories, articles, etc. in that language.

138	240	309	401	78
11.5%	20.1%	25.9%	33.6%	6.5%

38. Being able to speak on a given subject with a native speaker of that language.

326	384	204	187	64
27.3%	32.1%	17.1%	15.6%	5.4%

Rate the following questions on your answer sheet as indicated:

39. How well do you think you would be able to learn a foreign language?
1 very easy 2 easy 3 not so easy 4 not at all
5 no opinion

80	404	568	47	88
6.7%	33.8%	47.5%	3.9%	7.4%

40. How likely do you think it is that you will one day be a fluent speaker of a foreign language?
1 very likely 2 possible 3 very unlikely 4 no chance
5 no opinion

111	443	366	191	77
9.3%	37.1%	30.6%	16.0%	6.4%

41. How important do you think a foreign language could be to you in your life?
1 very important 2 important 3 not so important
4 not at all 5 no opinion

195	342	452	93	90
16.3%	28.6%	37.8%	7.8%	7.5%

42. Do you think our lack of knowledge of foreign languages accounts for many of our political difficulties abroad?
1 very likely 2 possible 3 very unlikely 4 no
5 no opinion

143	457	234	204	128
12.0%	38.2%	19.6%	17.1%	10.7%

43. How important do you think it is for Americans to learn a foreign language?
1 very important 2 important 3 not too important
4 not important at all 5 no opinion

180	440	414	50	96
15.1%	36.8%	34.6%	4.2%	8.0%

Mark the following questions on your answer sheet according to this pattern: 1 yes 2 no 3 no opinion

44. If a special foreign language course had been available in which almost all the time had been spent on the study of foreign culture in English, would you have taken it?

265	599	293
22.2%	50.1%	24.5%

45. Do you wish you could speak a foreign language like a native speaker?

739	260	146
61.8%	21.8%	12.2%

46. If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?

863	154	123
72.2%	12.9%	10.3%

47. If a foreign language other than those already taught in your school had been offered, would you have taken it?

274	577	310
22.9%	48.3%	25.9%

48. If other teachers other than those now teaching foreign languages had taught the foreign language classes would you have taken one?

168	665	331
14.1%	55.6%	27.7%

49. Are you planning on taking a foreign language sometime in the future?

532	364	248
44.5%	30.5%	20.8%

50. Would you go out of your way to help or understand the problems of a person who is not a native American?

722	139	271
60.4%	11.6%	22.7%

51. Do you feel that taking a foreign language would make you more tolerant or sympathetic toward foreigners?

515	382	263
43.1%	32.0%	22.0%

52. Do you feel that people who come to America should speak English?

447	390	319
37.4%	32.6%	26.7%

In your judgment, to what extent do the following people consider foreign language study important? Mark your answer sheet as follows:
1 extremely important 2 important 3 not so important
4 unimportant 5 no opinion

53. your parents

122	324	430	150	120
10.2%	27.1%	36.0%	12.6%	10.0%

54. your friends

51	194	503	276	132
4.3%	16.2%	42.1%	23.1%	11.0%

55. your high school teachers other than foreign language teachers

186	388	273	87	237
15.6%	32.5%	22.8%	7.3%	19.8%

56. society as a whole

78	312	441	168	171
6.5%	26.1%	36.9%	14.1%	14.3%

57. yourself

190	354	364	173	76
15.9%	29.6%	30.5%	14.5%	6.4%

58. school administrators (principal)

199	419	209	96	235
16.7%	35.1%	17.5%	8.0%	19.7%

59. school counselors

184	456	224	87	222
15.4%	38.2%	18.7%	7.3%	18.6%

60. foreign language teachers in your school

713	243	68	49	98
59.7%	20.3%	5.7%	4.1%	8.2%

61. the school board

145	411	256	109	224
12.1%	34.4%	21.4%	9.1%	18.7%

62. the superintendent of schools

156	386	229	105	279
13.1%	32.3%	19.2%	8.8%	23.3%

To what extent are you in favor of the following? Mark the answers on your answer sheet as follows:
1 very much in favor 2 slightly in favor 3 not in favor

63. beginning the study of a foreign language in elementary school

350	472	312
29.3%	39.5%	26.1%

64. having four years of foreign language study in junior high and/or high school

229	472	428
19.2%	39.5%	35.8%

65. eliminating the teaching of foreign languages in American schools

89	174	865
7.4%	14.6%	72.4%

66. requiring that everyone take a foreign language in elementary school and continue with that same foreign language until graduation from high school

69	160	837
5.8%	13.4%	70.0%

67. requiring that everyone take a foreign language at some time during his schooling

169	254	692
14.1%	21.3%	59.9%

68. If you were to take a foreign language, which one would you choose? 1 French 2 German 3 Spanish 4 Latin 5 other

251	293	298	74	163
21.0%	24.5%	24.9%	6.2%	13.6%

APPENDIX D

RESPONSES TO FORM II

Responses given to each individual question in Form II follow with the top figure representing the number of students designating that part of the question as their answer. The percent figure directly underneath is the total percentage of students designating that part of the question as their answer.

FOREIGN LANGUAGE ATTITUDE QUESTIONNAIRE (FORM II)

This questionnaire is intended for students who have previously been or are now enrolled in a foreign language course. This is not a test. Your grades will in no way be affected by your answers. You are being asked to fill out this questionnaire to help foreign language educators provide a foreign language curriculum of the highest quality. One kind of information that would help them is an honest expression of student opinion on this matter. Please let your true feelings be known. This is your chance to "tell it like it is" in your own mind. Thank you for your cooperation.

NOTE: Many of the questions make reference to speaking the foreign language and its use in travel, etc. If the foreign language you are studying is Latin, these questions may not apply to you. You may skip them and answer the other questions that are relevant.

Read each question and its numbered answers. When you have decided which answer you want to make, blacken the corresponding space on the answer sheet. If you change your mind, erase your first mark completely.

1. Which foreign language are you studying now (or have you studied in the past) in school?

1 French	2 German	3 Latin	4 Spanish	5 other
528	463	8	973	12
26.1%	22.9%	0.4%	48.0%	0.6%

2. If you are studying more than one foreign language, which other languages (other than the one listed in question one) are you studying (or have you studied). Skip this question if it does not apply.

1 French	2 German	3 Latin	4 Spanish	5 other
108	61	12	125	38
5.3$	3.0%	0.6%	6.2%	1.9%

3. Do you personally know anyone (other than your language teacher) who can speak a language other than English?
1 yes 2 no

1	2
1727	226
85.3%	11.2%

Indicate whether or not each of the following influenced you in the choice of the foreign language you are studying. Mark your answer sheet as follows: 1 yes 2 no

4. your parents

1	2
927	1040
45.8%	51.4%

5. your friend(s)

1	2
984	996
48.6%	49.2%

6. your high school teacher

1	2
279	1665
13.8%	82.2%

7. your high school counselor

1	2
110	1833
5.4%	90.5%

8. college entrance requirement

1	2
469	1481
23.2%	73.1%

9. vocational requirements

1	2
326	1636
16.1%	80.8%

What were your reasons for choosing the foreign language you are studying?

10. There was no other language available for study.
1 true 2 false

1	2
272	1731
13.4%	85.5%

NOTE: If you checked "true" skip to question 21. If you checked "false" answer questions 11 through 20.

For each item listed below, rate the importance it had for you by marking your answer sheet as follows:
1 very important 2 slightly important 3 unimportant

11. This language is prettier (sounds better, is more musical, etc.) than others I could have taken.

1	2	3
209	699	861
10.3%	34.5%	42.5%

12. This language seemed easier than others I could have taken.

1	2	3
385	711	671
19.0%	35.1%	33.1%

13. This language seemed of great importance in today's world.

1	2	3
424	814	536
20.9%	40.2%	26.5%

14. This language will probably be useful in getting a good job some day.

1	2	3
431	691	654
21.3%	34.1%	32.3%

15. This language will be useful in my probable field of study, e.g., medicine, law, teaching, graduate work.

1	2	3
430	650	690
21.2%	32.1%	34.1%

16. I want to visit the country where the language is spoken.

1	2	3
1060	514	194
52.3%	25.4%	9.6%

17. I want to understand better the people who speak this language and their way of life.

1	2	3
680	761	333
33.6%	37.6%	16.4%

18. This language will enrich my background and broaden my cultural horizons.

1	2	3
771	704	298
38.1%	34.8%	14.7%

19. This language is (or was at one time) spoken by my relatives or persons who are (or were) close to me.

487	449	829
24.0%	22.2%	40.9%

20. Knowledge of this language will add to my social status.

351	626	787
17.3%	30.9%	38.9%

The following are various skills that a foreign language course can emphasize. Rate the extent to which you are interested in each of them by marking your answer sheet as follows:
1 great interest 2 some interest 3 no interest

21. being able to engage in an everyday conversation with native speakers of this language.

941	830	225
46.5%	41.0%	11.1%

22. being able to listen to news broadcasts in this language

397	896	709
19.6%	44.2%	35.0%

23. being able to enjoy films in the original language

618	850	523
30.5%	42.0%	25.8%

24. being able to read the classical literature in this language

434	832	729
21.4%	41.1%	36.0%

25. being able to read the current literature in this language, e.g., newspapers, magazines, best sellers

609	878	509
30.1%	43.4%	25.1%

26. being able to write letters in this language for various purposes, e.g., business, social

626	801	570
30.9%	39.6%	28.1%

27. being able to write stories, articles, etc. in this language

273	706	1013
13.5%	34.9%	50.0%

Indicate the extent to which you are satisfied with each of the following aspects of your foreign language courses by marking your answer sheet as follows:
1 quite satisfied 2 fairly satisfied 3 dissatisfied

28. the type of skills (listening, speaking, reading, writing) you were taught in the course

713	977	304
35.2%	48.2%	15.0%

29. the textbooks you have used

616	954	428
30.4%	47.1%	21.1%

30. the classroom activities

836	773	395
41.3%	38.2%	19.5%

31. the language laboratory (leave blank if there is no language laboratory)

183	323	218
9.0%	16.0%	10.8%

32. the homework you were assigned

517	950	531
25.5%	46.9%	26.2%

33. the readings you were assigned

510	979	502
25.2%	48.3%	24.8%

34. the outside opportunities you have had to practice the language

398	641	951
19.7%	31.7%	47.0%

35. the information you received from your teacher as to how you were progressing in the language course

612	788	594
30.2%	38.9%	29.3%

36. the way your progress and achievement were evaluated (grades)

766	800	429
37.8%	39.5%	21.2%

37. the overall amount of time you were given for study

571	941	492
28.2%	46.5%	24.3%

38. the teacher's personality

982	574	449
48.5%	28.3%	22.2%

39. the teacher's ability to speak the language

1462	381	144
72.2%	18.8%	7.1%

40. the teacher's ability to help you learn (his helpfulness)

924	651	412
45.6%	32.1%	20.3%

41. the teacher's availability for consultation outside the regular classroom

705	793	498
34.8%	39.2%	24.6%

42. the foreign language club activities

453	627	794
22.4%	31.0%	39.2%

Mark your answers on the answer sheet as follows:
1 yes 2 no 3 no opinion

43. Do you feel the teacher placed too much emphasis on speaking correctly?

258	1524	224
12.7%	75.3%	11.1%

44. Would you have found it helpful to be able to use the language more to express your thoughts even if it meant speaking incorrectly?

814	770	408
40.2%	38.0%	20.1%

45. Would you have liked to spend more time discussing the culture of the people whose language you were studying?

958	820	231
47.3%	40.5%	11.4%

46. Could you have accomplished more if the foreign language you took had been organized in a different way?

785	755	468
38.8%	37.3%	23.1%

47. Do you wish you could speak a foreign language like a native speaker?

1695	169	127
82.7%	8.3%	6.3%

48. If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?

1662	150	185
82.1%	7.4%	9.1%

49. How important is it for Americans to learn foreign languages?
1 extremely important 2 important 3 not so important

656	998	359
32.4%	49.3%	17.7%

50. Would you say that the time you have spent in studying a foreign language has been beneficial to you?
1 definitely yes 2 yes 3 not sure 4 no

527	728	515	245
26.0%	36.0%	25.4%	12.1%

In your judgment, to what extent do the following people consider foreign language study important? Mark your answers on the answer sheet as follows:
1 extremely important 2 important 3 not so important

51. your parents

403	1019	576
19.9%	50.3%	28.4%

52. your friends

70	544	1378
3.5%	26.9%	68.0%

53. your high school teachers other than foreign language teacher

374	884	688
18.5%	43.7%	34.0%

54. society as a whole

177	882	923
8.7%	43.6%	45.6%

55. yourself

768	893	321
37.9%	44.1%	15 9%

56. school administrators (principals)

327	1032	574
16.1%	51.0%	28.3%

57. school counselors

355	1003	601
17.5%	49.5%	29.7%

58. your foreign language teacher

1491	349	142
73.6%	17.2%	7.0%

59. the school board

259	1046	616
12.8%	51.7%	30.4%

60. the superintendent of schools

273	991	645
13.5%	48.9%	31.9%

To what extent are you in favor of the following? Mark your answer sheets as follows:
1 very much in favor 2 slightly in favor 3 not in favor

61. beginning the study of a foreign language in elementary school

1035	627	339
51.1%	31.0%	16.7%

62. having four years of foreign language study in high school

647	833	514
32.0%	41.1%	25.4%

63. eliminating the teaching of foreign languages in American schools

63	193	1709
3.1%	9.5%	84.4%

64. requiring that everyone take a foreign language at some time during their schooling

432	532	1018
21.3%	26.3%	50.3%

65. requiring that everyone begin a foreign language in elementary school and continuing with that same foreign language until they graduate from high school

108	312	1565
5.3%	15.4%	77.3%

66. I am still studying a foreign language.
1 yes 2 no

1156	782
51.1%	38.6%

67. I plan to continue my foreign language study next year.
1 yes 2 no

857	1045
42.3%	51.6%

If your answer was "yes" to both questions 66 and 67, do not complete the remainder of the questionnaire. If your answer was "no" to either of these questions, please complete the remainder of the questionnaire.

If you answer is "no" please mark those reasons that contributed to your decision not to continue studying a foreign language as follows:
1 contributed greatly 2 contributed somewhat 3 did not contribute

68. The language as it was taught was not relevant and worthwhile.

198	506	436
17.3%	44.3%	38.3%

69. There wasn't enough emphasis on the people and their civilization.

165	419	599
13.9%	35.2%	50.3%

70. There wasn't enough emphasis on vocabulary and grammar.

213	346	622
17.9%	29.0%	52.2%

71. I didn't like the teacher.

324	278	533
28.5%	24.5%	47.0%

72. I would have preferred another language not offered in my school.

172	208	752
15.2%	18.3%	66.3%

73. The language became more difficult, and I couldn't keep up any longer.

217	376	560
18.8%	32.6%	48.5%

74. I changed schools, and the language I had studied wasn't taught in the new school.

68	115	947
6.0%	10.2%	83.6%

75. The teacher was too dependent on the text.

165	327	647
14.4%	28.6%	56.7%

76. We tried to cover too much too fast.

305	336	498
26.7%	29.4%	43.6%

77. I didn't need the credit.

144	270	730
12.6%	23.6%	63.7%

78. There was not enough opportunity for individual practice in the lab.

159	246	667
14.8%	22.9%	62.0%

79. There wasn't enough emphasis on reading and writing.

143	329	657
12.7%	29.2%	58.3%

80. I had all the language I needed for college entrance.

92	200	824
8.2%	17.9%	73.8%

81. I wanted to switch to another language which I thought I would like better.

94	155	880
8.3%	13.7%	77.6%

82. The language program was not intensive enough.

144	298	683
12.8%	26.4%	60.5%

83. The language was too hard for me.

155	332	634
13.5%	29.7%	56.8%

84. There was too much emphasis on grammar.

187	307	634
16.7%	27.2%	56.2%

85. The teacher could not maintain discipline.

197	241	692
11.4%	21.3%	61.0%

86. There was too much memorizing.

272	332	529
24.0%	29.3%	46.6%

87. Students from more than one course (for example, Spanish III and IV) were combined into one class period, and that wasn't very satisfactory.

100	163	839
9.1%	14.7%	75.9%

88. The time necessary for language study was hurting my grades in other subjects.

144	293	689
12.8%	26.0%	61.1%

89. A guidance counselor advised me to drop.

64	122	938
5.7%	10.8%	83.3%

90. There was too much difference in instruction by different teachers.

106	227	789
9.4%	20.2%	70.2%

91. The next year of the language wasn't offered in my school.

110	112	891
9.9%	10.0%	79.8%

92. It was easy to make good grades without learning anything.

164	262	683
14.8%	23.6%	61.4%

93. I just didn't feel any more language was worthwhile.

282	330	501
25.3%	29.6%	44.9%

94. We weren't learning to understand the spoken language.

279	347	485
25.0%	31.2%	43.6%

95. I didn't have enough time to study the language as much as I should.

248	424	430
22.4%	38.4%	38.9%

96. My language teacher advised me to drop.

65	125	905
5.9%	11.4%	82.5%

97. I preferred to study another subject instead of a language.

356	342	418
31.9%	30.6%	37.4%

98. I lost interest in studying the language.

410	357	340
36.9%	32.1%	30.6%

99. I didn't like working in the lab.

86	173	759
8.4%	17.0%	74.5%

100. The teacher did most of the talking.

261	308	527
23.8%	28.1%	48.0%

101. I was lazy and didn't study enough.

235	375	500
21.1%	33.7%	45.0%

102. I didn't like the textbook.

203	338	566
18.3%	30.5%	51.1%

103. There was too much emphasis on reading and writing.

150	292	655
13.7%	26.6%	59.7%

104. I didn't have good teachers.

251	257	588
22.9%	23.4%	53.6%

105. The teacher didn't like the class.

161	215	731
14.5%	19.4%	66.0%

106. I only intended to take it for this long.

185	277	635
16.8%	25.2%	57.8%

107. The teacher really didn't do much teaching.

194	233	661
17.8%	21.4%	60.6%

108. All we did was watc' television.

69	114	906
6.3%	10.5%	83.2%

109. Another teacher advised me to drop.

51	107	946
4.6%	9.7%	86.8%

110. I didn't want to study a language but had to and stopped as soon as I could.

95	178	832
8.6%	16.1%	75.3%

111. The teacher did not seem to know the language well.

83	174	828
7.6%	16.0%	76.3%

112. The teacher's grading system was too severe.

138	286	669
12.6%	26.1%	61.1%

113. The teacher and I didn't get along.

187	243	670
17.0%	21.1%	60.8%

114. The language was too easy and didn't challenge me.

57	172	855
5.3%	15.8%	78.8%

115. There was too much emphasis on speaking the language.

94	243	737
8.8%	22.6%	68.6%

116. I wasn't permitted to study the language I wanted to study.

87	156	834
8.1%	14.5%	77.4%

117. I was tired of the same teacher.

186	214	694
17.0%	19.5%	63.4%

118. I had to take another subject which conflicted with the language course.

166	245	679
15.2%	22.4%	62.0%

119. My parents advised me to drop.

72	172	827
6.7%	16.0%	77.0%

120. The repetition was boring.

227	346	510
20.9%	31.9%	47.0%

121. I didn't like to study literature.

134	254	699
12.3%	23.4%	64.4%

122. I had a poor background for the next level.

192	267	620
17.8%	24.7%	57.4%

123. The teacher didn't pay sufficient attention to problems of the individual.

251	296	515
23.6%	27.8%	48.3%

124. I preferred to take another subject which conflicted with the language course.

125. We didn't have much opportunity to participate in class.

130	242	715
12.0%	22.2%	65.8%

126. The quality of instruction was poor.

216	247	599
20.3%	23.2%	56.4%

127. There was too much translation.

145	244	654
13.9%	23.4%	62.6%

128. We weren't learning to speak the language.

226	301	523
21.6%	28.7%	49.8%

129. I wasn't able to become fluent, which was my reason for studying the language.

239	347	469
22.6%	32.8%	44.6%

130. All we did was memorize dialogs.

278	298	484
26.2%	28.1%	45.5%

131. I moved to high school from junior high school and the high school teacher taught with different texts, methods, etc.

82	141	800
8.0%	13.8%	78.1%

132. I changed schools and the next course that I needed of the language was not available in the new school.

58	100	863
5.7%	9.8%	84.4%

APPENDIX E

March 9, 1971

TO: District Superintendents

FROM: Elliot C. Howe, Specialist
Foreign Language Education

SUBJECT: District Permission to Conduct Research on Student Attitude on Foreign Language Instruction

In some of the school districts of Utah foreign language enrollments are decreasing, in other districts they remain about the same, and in a few they are increasing.

The Division of General Education has contracted with Mr. Lynn Wood, teacher of German at South High School and graduate student of Brigham Young University, to make a study of the opinions and attitudes of secondary students in regard to foreign languages. It is planned that the study sample be taken from every third senior high school and every fourth junior high school in the state. He will get reactions from junior and senior high school students who are presently studying a foreign language and from those who have never studied or who have discontinued studying a foreign language.

Problem to be considered: Since foreign language enrollments are decreasing in some schools of the state and increasing in other schools, what influence do student opinions, attitudes, and expectations have on foreign language enrollments?

1. Why do students study a foreign language, e.g., expectations, motives?

2. What is the foreign language student's attitude toward the teacher in regard to (a) class activities, (b) teaching methods, and (c) extracurricular activities?

3. How long does a student think he should study a foreign language? Why do students discontinue foreign language study? Why do they never study a foreign language even though the opportunity is available?

4. How does the student feel about studying a foreign language as compared to other studies?

5. What differences are there in attitude on these subjects when comparing junior high school to senior high school students?

Possible ways in which information can be used by school districts:

1. Organization of curricular offerings as to grade placement and number of years offered.

2. Suggest changes in teaching emphasis--emphasize more on speaking skills or emphasize greater understanding of grammatical concepts.

3. Counseling given to students; e.g., when you enroll in a foreign language you should expect to remain for X number of years.

4. Knowledge as to relative importance of foreign language in eyes of students.

5. Do attitudinal differences between junior and senior high school students on foreign languages demand special adjustments in curricular offerings or teaching methods?

Your permission is respectfully requested to allow Mr. Lynn Wood or his representative to visit the senior high schools and the junior high schools of your district which are randomly selected from a state list. If you have reasons why you do not want a specific school or schools to be invited to participate in the study, will you please let me know at your earliest convenience. In the interest of time I would like to suggest that unless you notify this office of your objections by March 19, 1971, Mr. Wood will be cleared to visit your secondary schools and ask to conduct this study.

Thank you for your cooperation.

ECH:bm

APPENDIX F

The following list is a rank order of the questions from the least important reason for discontinuing foreign language study to the most important reason. The percentage of students who answered "did not contribute" for each question is given.

Question		Percent Answering "did not contribute"
109.	Another teacher advised me to drop.	86.8
132.	I changed schools and the next course that I needed of the language was not available in the new school.	84.4
74.	I changed schools, and the language I had studied wasn't taught in the new school.	
89.	A guidance counselor advised me to drop.	83.3
108.	All we did was watch television.	83.2
96.	My language teacher advised me to drop.	82.5
91.	The next year of the language wasn't offered in my school.	79.8
114.	The language was too easy and didn't challenge me.	78.8
131.	I moved to high school from junior high school and the high school teacher taught with different texts, methods, etc.	78.1
81.	I wanted to switch to another language which I thought I would like better.	77.6
116.	I wasn't permitted to study the language I wanted to study.	77.4
119.	My parents advised me to drop.	77.0
111.	The teacher did not seem to know the language well.	76.3
87.	Students from more than one course (for example, Spanish III and IV) were combined into one class period and that wasn't very satisfactory.	75.9
110.	I didn't want to study a language but had to and stopped as soon as I could.	75.3
99.	I didn't like working in the lab.	74.5
80.	I had all the language I needed for college entrance.	73.8

Question		Percent Answering "did not contribute"
90.	There was too much difference in instruction by different teachers.	70.2
115.	There was too much emphasis on speaking the language.	68.6
72.	I would have preferred another language not offered in my school.	66.3
105.	The teacher didn't like the class.	66.0
125.	We didn't have much opportunity to participate in class.	65.8
121.	I didn't like to study literature.	64.4
77.	I didn't need the credit.	63.7
117.	I was tired of the same teacher.	63.4
127.	There was too much translation.	62.6
78.	There was not enough opportunity for individual practice in the lab.	62.0
118.	I had to take another subject which conflicted with the language course.	62.0
92.	It was easy to make good grades without learning anything.	61.4
88.	The time necessary for language study was hurting my grades in other subjects.	61.1
112.	The teacher's grading system was too severe.	61.1
85.	The teacher could not maintain discipline.	61.0
113.	The teacher and I didn't get along.	60.8
107.	The teacher really didn't do much teaching.	60.6
82.	The language program was not intensive enough.	60.5
103.	There was too much emphasis on reading and writing.	59.7
79.	There wasn't enough emphasis on reading and writing.	58.3
106.	I only intended to take it for this long.	57.8
122.	I had a poor background for the next level.	57.4

Question		Percent Answering "did not contribute"
83.	The language was too hard for me.	56.8
75.	The teacher was too dependent on the text.	56.7
126.	The quality of instruction was poor.	56.4
84.	There was too much emphasis on grammar.	56.2
124.	I preferred to take another subject which conflicted with the language course.	55.6
104.	I didn't have good teachers.	53.6
70.	There wasn't enough emphasis on vocabulary and grammar.	52.2
102.	I didn't like the textbook.	51.1
69.	There wasn't enough emphasis on the people and their civilization.	50.3
128.	We weren't learning to speak the language.	49.8
73.	The language became more difficult, and I couldn't keep up any longer.	48.5
123.	The teacher didn't pay sufficient attention to problems of individuals.	48.3
100.	The teacher did most of the talking.	48.0
71.	I didn't like the teacher.	47.0
120.	The repetition was boring.	47.0
86.	There was too much memorizing.	46.6
130.	All we did was memorize dialogs.	45.5
101.	I was lazy and didn't study enough.	45.0
93.	I just didn't feel any more language was worthwhile.	44.9
129.	I wasn't able to become fluent, which was my reason for studying the language.	44.6
76.	We tried to cover too much too fast.	43.6
94.	We weren't learning to understand the spoken language.	43.4

Question	Percent Answering "did not contribute"
95. I didn't have enough time to study the language as much as I should.	38.9
68. The language as it was taught was not relevant and worthwhile.	38.3
97. I preferred to study another subject instead of a language.	37.4
98. I lost interest in studying the language.	30.6

APPENDIX G

School Districts in Utah That Participated in the Study

Alpine
Box Elder
Davis
Emery
Granite
Logan
Millard
Morgan
Provo
Salt Lake City
Tooele
Uintah
Washington
Wayne
Weber

School Districts in Utah Where Foreign Languages Are Not Taught

Daggett
Garfield
Grand
North Sanpete
Park City
Piute
South Summit
Tintic

School Districts in Utah Not Wanting to Participate in the Study

Cache
Iron
Jordan
Murray
Ogden
San Juan

School Districts in Utah Not Used in the Study

Beaver
Carbon
Duchesne
Juab
Kane
Nebo
North Summit
Rich
Sevier
South Sanpete
Wasatch

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